ABSTRACT

EDUCATIONAL LEADERSHIP

DARE, BERNADETTE IBIYEMI

B.ED. UNIVERSITY OF ILORIN, 1988

M.ED. UNIVERSITY OF ILORIN, 1991

ED.S. TROY STATE UNIVERSITY, 2001

STUDENT ACHIEVEMENT: IMPACT OF STUDENT TRANSIENCE AND SELECTED STUDENT VARIABLES

Advisor: Dr. Ganga Persaud

Dissertation dated May 2006

The purpose of this study is to examine the factors that explain students' achievement using students' performance score on the Preliminary Scholastic Aptitude Test (PSAT).

The study used a structured interview process and observation to get information on students and classes. The data from the interview schedule, computer generated information, and the Observation based Instructional Assessment (OBIA) teacher observation report were used for the purpose of collecting data to test the research questions. Using the data gathered, the researcher found that there is a correlation between the demographic factor (number of moves) and PSAT scores; there is a correlation between Iowa Test of Basic Skills (ITBS3) scores and PSAT achievement;

there is a correlation between ITBS8 scores and PSAT achievement; there is no perceived adaptable teaching method that teachers are using in classes containing transient and nontransient students.

The conclusion drawn from these findings support the fact that student performed better on the PSAT when they are less transient; Students ITBS3 is associated with the performance on the PSAT; the need of certified teachers at this crucial time of education is reemphasized; it is important that the middle school teacher know that they are a large part of students' education and when student mobility rate is not put into consideration in the classroom, students miss some instruction and it is sometimes hard to catch up with the class when they are far behind; consequently they fail classes or do not perform well on standardized or performance test.

STUDENT ACHIEVEMENT: IMPACT OF STUDENT TRANSIENCE AND SELECTED STUDENT VARIABLES

A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF DOCTOR OF EDUCATION

BY

BERNADETTE IBIYEMI DARE

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

MAY 2006

R= VII T= 84

ACKNOWLEDGMENTS

I am indebted to a great many people who have helped to nurture my own thinking and understanding over many years. My sincere thanks go to the faculty of the educational leadership department. Thanks are also due to Dr. C. Williams, Dr. Abi Awomolo, Ms. K. Popoola, my colleagues at work, Ms. Betty Cooke, Ms. Yvonne Baskin, and a host of friends and relatives for their support and assistance. I thank my Dad, Major S. O Alao (rtd.) and my siblings for their words of inspiration. Most of all, I thank my husband, Oluwagbemiro, who shares my commitments, and my children, Fiyinfoluwa "Ayo" and Inioluwa, who motivate and make possible all of my work.

Finally, I would like to thank God for keeping my mother, Mrs. Olawunmi I. Alao's life until February 3, 2006, when she went home to glory. "Mom you left knowing that this work was done." Thanks so much for staying with my children throughout my coursework for the Doctorate program.

TABLE OF CONTENTS

Table of Contents (continued)

Table of Contents (continued)

LIST OF FIGURES

LIST OF TABLES

CHAPTER I

THE PROBLEM IN CONTEXT

Purpose of the Study

The purpose of this study is to examine selected factors that impact student achievement in a suburban school using students' performance score on the Preliminary Scholastic Aptitude Test (PSAT). The factors considered for explaining students' performance on the PSAT include the following: students' elementary and middle grades Iowa Test of Basic Skills scores (ITBS); students' view of teacher; teaching method observation; number of absences; number of discipline referrals; current classes passed; student demographics; number of moves (student mobility); reasons for moves; parents' job; income and educational level; homework assistance and students' hobbies; future aspirations; and socioeconomic status.

The Problem of Student Achievement

Student achievement has always been a major concern in education—most recently with the enactment of No Child Left Behind Act (NCLB) signed into law in 2002. The problem of student achievement is again a government focus. The crux of NCLB is that local schools, districts, and each state will be held accountable for the performance of every child. NCLB sets benchmarks to ensure that all schools achieve Annual Yearly Progress (AYP), and succeed at reaching their common goal of 100%

student proficiency in all core content. Schools that fail to make AYP for two consecutive years in the same area are placed on the Needs Improvement List and must offer their students the choice of attending another school within the district.

In Georgia, students continue to be assessed by standardized test instruments such as the Georgia High School Graduation Test (GHSGT) the final exit examination without which students cannot get their high school diplomas. Colleges and Universities use the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and Advance Placement (AP) examinations for admissions or placement of students. The End of Course Test (EOCT) is one of the numerous tests; the EOCT is given at the end of the semester in the core subject areas (language arts, mathematics, science, and social studies).

At the third anniversary of the No Child Left Behind Act, Rod Paige, former U.S. Secretary of Education, indicated that students are not the only beneficiaries of No Child Left Behind. As test scores have risen, so have our expectations. As the achievement gap has begun to close, our eyes and minds have been opened. Schools have traditionally faced the challenge of student mobility in a reactive rather than proactive manner. A relationship can be drawn from the study of Lash and Kirkpatrick (1990) in which they state that as the American society has become increasingly mobile, student achievement, teacher workload, and school success measures have been affected. Student mobility is underestimated and perhaps even misunderstood. Attempts to monitor school performance become meaningless if the student population tested one year has largely changed by the next year.

Although in the review of literature a substantial body of research suggests that students may be affected psychologically, socially, and academically from changing schools, the impact of mobility depends on such factors as the number of school changes, when they occur, the reason for the changes, and the student's personal and family situation. According to Delpit (1995), "We must overcome the narrow and essentially Eurocentric curriculum we provide for our teachers. At the university level, teachers are not being educated with the broad strokes necessary to prepare them properly for the twenty first century" (p. 181). Transient students walk into classroom with teachers who are not prepared for them. When curriculum experts do allow that "classroom climate" can contribute to pupil progress (i.e., enhanced test scores), they generally credit the teacher with providing the emotional sustenance, the reassurance, and the personal incentive that makes learning possible.

School Organizational Structure and Transient Students

This school organizational structure in Figure 1 reflects the independent and dependent variables within the educational context. There are federal and state mandates/requirement that the school must meet to be funded or projected positively. The full time equivalent (FTE) count is done in October and March with no flexibility for mobility rate in terms of funding. The recent implementation of No Child Left Behind adds new factors to the equation and should force schools with high student mobility to adopt in-depth planning and execution of new procedures to deal with transient issues.

School districts have policies that school administrators must follow to deal with the open door policy of public education. The principal may suggest annual school

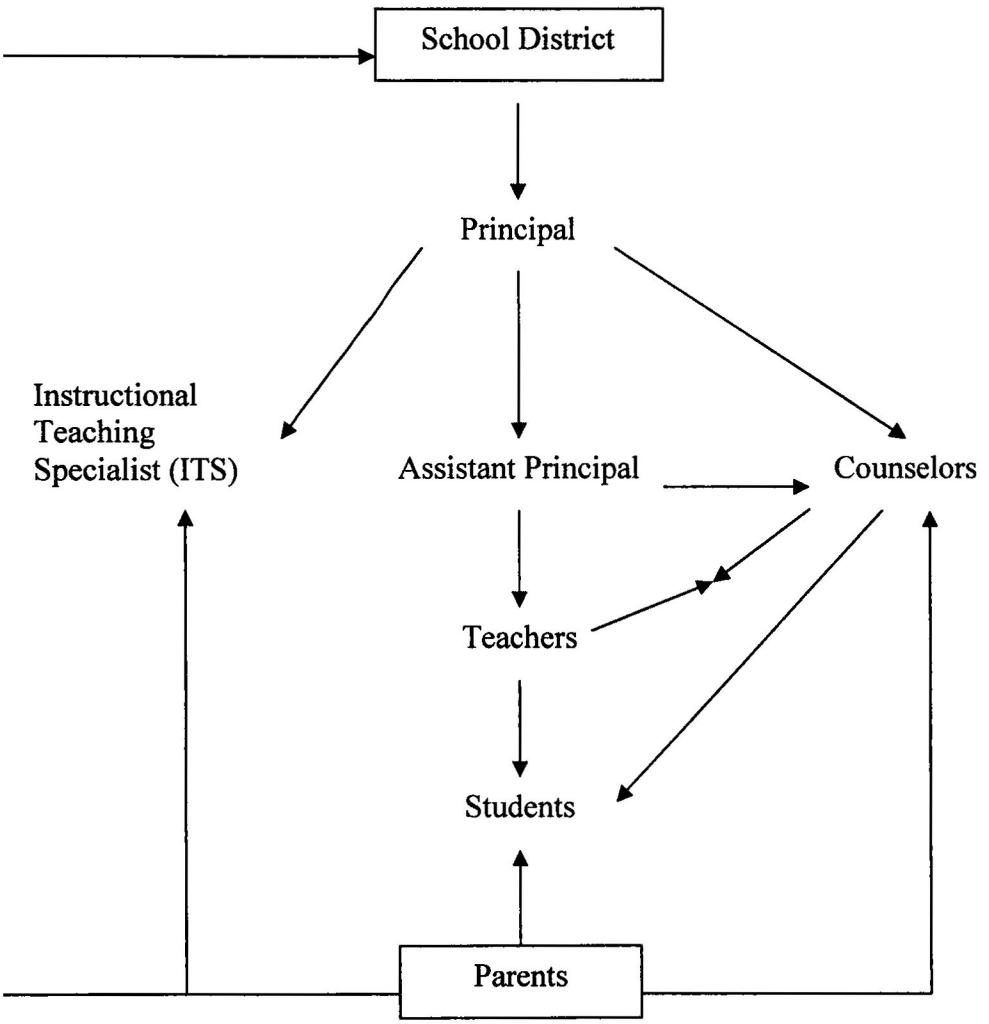

Figure 1. School Organizational Structure and Transient Students

projection but the district gives approval for facilities and personnel allocation. The assistant principal deals with discipline referrals while the instructional lead teacher focuses on curriculum updates, grade book technology, the allocation of textbooks and the coordination of standardized testing.

School counselors are the first set of certified educators in the building that the transient students and their parents meet when they come in for registration. Student enrollment and withdrawal reach high peeks in August, after Labor Day weekend, after Thanksgiving holidays, the week of final exams in December and numerous other times in the academic year. Counselors schedule student for classes that will fulfill graduation requirements. The turnover rate for enrollment and withdrawal is so overwhelming that little or no time is given to smooth transition of new students, although in some instances, student office aids are used to conduct school tours of the building.

Teachers most often have the responsibility for integrating new students into classrooms. This integration is especially difficult to accomplish when students move outside of normal transition times (Alexander, Entwistle, & Dauber, 1996). Students come from block schedule to semester schedule schools, school systems that start the year after Labor Day, schools with/without transfer grades, schools with different graduation requirements and only few matching core classes. Students come from in and out of state, and within/out of county. Parents with varied economic backgrounds sometimes have little or no information about the attendance zoned schools, registration requirements, curriculum, grade placement, and availability of equivalent classes. Unfortunately, most transient students today are not from stable homes and have become

transient due to a change in family structure or economic status. Hess and Shipman (1965) suggested that it is not only social and cultural disadvantages that depress academic ability, but the mechanisms of exchange that mediate between the individual and his environment. The importance of continuous enrollment, attendance and testing will always be a concern to school administrators who would have to explain Adequate Yearly Progress (AYP) to parents and students.

The Impact of Current Programs in School District A

In a recent address, school district A's superintendent stated in the *County Beacon* that the school district is making enormous investments in their students because their academic achievement is the first and foremost priority.

These investments at the district level include: expanding the after school remediation opportunities; expanding the district's virtual high school; offering additional SAT help for students; initiating the exploration of school choice; initiating the International Baccalaureate and ninth-grade transition programs; applying for programs to make each more rigorous; revamping the alternative school; and working to increase professional development and parental involvement. Emphasis is placed on understanding the district mission, understanding the demographic make up of students and staff and making data driven decisions.

At the school level, the school improvement plan review components are: the implementation of accelerated reader; improved writing skills across the curriculum; remedial classes for targeted 9th graders; differentiated instruction; tutorial plans; professional learning for instructional effectiveness; peer mediation; 9th grade academy

and cultural diversity programs. These programs are directed towards improving test scores and increasing graduation rates. The county is currently working on hiring the services of Kaplan k-12 educational service consultants to revamp the core curriculum classes in language arts, mathematics, science, and social studies for the 2005-2006 school year. The new district managed curriculum will ensure that the content is taught, paced, and, and sequenced, in core subject areas. The school failed to meet the 95% test participation rate for all students and all subgroups in language arts and mathematics. The school also failed to meet the graduation rate (second indicator) of 60% required for AYP and failed to improve from the previous year by showing a decrease from 56.4% to 52.9% for all students. The decrease in the graduation rate could be attributed to a high dropout rate of 6.5% and a transience rate of over 32%. The dropout rate exceeded the school system's average (4.4%) and the state of Georgia's average (5.5%). The understanding of demographics would likely lead to the need for a program that will focus on student mobility and its effect on test score and graduation rate.

Background of the Study

Student data from the 2003-2004 school year showed verbal and math scores on the SAT were 438 and 456. This is a decrease from 454 and 461 respectively from the previous school year. All 9th graders are required to take the PSAT. The school retention rate has gone from 235 in 2003-2004 to 308 in 2004-2005. The 9th grade enrollment 4 year completion rate was about 57% for both years. The attrition rate of teachers had grown from 26 to 32 in the 2004-2005 school year. The percentage of highly qualified

teachers teaching within their field was 98.02%. The school is continuously working on increasing advanced placement course registration.

The problem that led to this study was the high rate of transience in schools that was not put into consideration when school reports were compiled annually. The recent NCLB Act of 2002 has also added a new shift in the paradigm by allowing students to move from "non-performing school" to a "performing school." In the analysis of school system A, it was found that the high school used for this study has the highest transience rate in the school district. In the 2004-2005 school year the transience rate was 38% in the fall and 35% in the spring. In the same school year the fall enrollment was 372 while the withdrawal was 338. For the spring semester, 172 enrolled and 400 withdrew. The overall transience rate from 2002 to the present has gradually seen an increase from 28% to 40% last school year.

How will the post secondary admission rates increase? There are a variety of independent variables that influence students PSAT/SAT scores. At this time most school systems are trying to increase graduation rates, put certified teachers in the classroom, boost the school report on post secondary admissions and above all meet the NCLB Act stipulations.

Student achievement may be influenced by socioeconomic status, student demographics and teachers' instructional delivery mode as well. While there are several studies that deal with transience in urban school setting, very few focus on suburban schools. This research would indicate how federal mandates ignore control processes in experimenting policies and still expect positive accountability results. These concerns

will invariably reflect on overall school test scores and graduation rates reports of the students.

In a study by Crawley and Emmons (1987), data showed that student mobility had an adverse effect on student achievement in each of the schools studied and suggested that this area of concern required closer examination. General Accounting Office (GAO) Report of 1986 stated that one in six third graders have attended at least three different schools since entering the first grade. The GAO also indicated that among third graders, mobile students were twice as likely to repeat a grade. These concerns will invariably reflect on overall school test scores and graduation rates of the students.

Statement of the Problem

This study proposed to examine selected factors that impacted student achievement. In particular, the study sought to find any particular factor that impacted student performance on the Preliminary Scholastic aptitude Test (PSAT) using the Iowa Test of Basic Skills test scores in the elementary and middle school, students' view of teacher, teaching method observation, students' number of absences, discipline referrals, current classes passed, student demographics, number of moves (mobility), reasons for moves, parents' job, income and educational level, homework assistance and students' hobbies, future aspirations and socioeconomic status.

Research Questions

The following research questions were addressed in the study:

RQ1: What is the correlation between the various demographic factors and PSAT scores?

RQ2: What is the impact of ITBS test scores and other demographic variables on PSAT performance?

RQ3: What is the relationship between ITBS3 scores and PSAT achievement?

RQ4: What is the relationship between ITBS8 scores and PSAT achievement?

RQ5: What adaptable teaching methods are teachers using in classes containing transient and non transient students?

Significance of the Study

Transience leaves some students with gaps in their educational knowledge; however, effective curriculum alignment may help improve the stress of transience on students and schools, too. School administrators can refer to the study for transience adjustment programs. It was hoped that the findings of this study would influence parents' impression of schools report or moving decision. In *people approach organization,* one seeks to involve people more fully in making decisions that affect them, attend to their motivational needs more adequately, or increase collegiality and collaboration through teamwork. In light of this, schools definitely need parents' support to stabilize students in schools; on the other hand improved student achievement reports will keep schools off the AYP list and boost teacher morale.

Summary

This study was an attempt to examine the impact of mobility and selected student variables on student academic achievement. The relationship between the variables has led to the proposed five research questions. Though research has suggested that transience generally negatively affects student academic achievement, this study hoped to discover also how these findings impacted school reports.

CHAPTER II

LITERATURE REVIEW

The purpose of this review is to provide a comprehensive overview and synthesis of the research related to student achievement and its relationship to student mobility (number of moves); students' elementary and middle grades Iowa Test of Basic Skills scores (IOWA); students' view of teacher; teacher teaching method; number of absences; number of discipline referrals; current classes passed; student demographics; reasons for moves; parents' job; parents' income and educational level; homework assistance and students' hobbies, future aspirations, and socioeconomic status.

The review of literature consists of three parts: (a) a definition of transience and the cultural variables which are driving this current condition in schools, (b) research that is seeking to define and determine the effect of transience on educational development; and (c) investigation into current and developing programs in school systems which attempt to address the problems associated with student mobility.

Specifically, this review will address the following questions:

1. What is the background of transience and selected variables in education?
2. What is the impact of the current study on student achievement?

History of Transience

The construct of transience has acquired a number of correlative factors that sought to define it through decades of discussion. Overall, transience is defined as students who are subject to several settings during their formal educational exposure (DeNomme & Wells, 1981). Transience was first discussed as a problem for children as early as 1675 when the British army discovered a need to establish an army school for children stationed at a garrison in Tangiers. The army discovered that "if a soldier is worried about his family, his efficiency as a fighting man is likely impaired" (Parsons, 1978, p. 36). The army decided to allow a soldier to bring his family, and in doing so, the army needed to establish army schools (for children in foreign lands with no school system and/or of another culture/language). The army schools would provide a stable environment and increase the morale within the fighting force. The Service Children's Education Authority realized as early as 1977 that large numbers of students moving in and out of schools required a reduction of pupil-teacher ratios.

Prior to the 1960s, very little attention had been given to transience in the United States. European nations reported issues of transience immediately proceeding and following World War II. In a study compiled by Inbar and Adler (1976), the authors concluded that children moved between the ages of 12-15 were less likely to be admitted to college. The authors suggested that the age at which a child is moved could be a contributing factor to the academic success of a child. In the United States, the Los Angeles Unified School District began recording transience rates in 1968 based on the patterns of California migrant workers. In 1975, Larry Long of the Bureau of the Census

asked the question: "Does migration interfere with children's progress in school?" Long (1975) determined that the effect of a move on a child may be influenced by the educational level of the parent. Long concluded that migration led to academic-retardation (a child being retained or behind peers) of all migrant children except for those of college educated parents who aided their children in the transitioning process.

The 1980s saw a rise in student mobility, but not from war or job promotions, but from the changing structure of families. Studies began to discuss the changes in family structures and the effect those changes have on mobility rates and student achievement. Glenn and Shelton (1985) attempted to establish a pattern in divorce rates. Their study determined a regional pattern exists with great instances of divorce in the West than in the East, and greater rates in the South than in the North. Their study linked residential mobility to greater divorce rates. The study cited three possible causes: (a) lack of family support from extended family when nuclear family moves away; (b) lack of knowledge of the individual before marriage; and (c) change in perception of couples or of what is desirable. The authors summarized that high rates of movement gave rise to instability and that high rates of marital dissolution were associated with very low socioeconomic status. Both of these conclusions, instability and low socioeconomic status, continue to be discussed as factors in regards to academic achievement in transient children.

By 1987, there were several major studies conducted with transience as a prevailing theme. Atlanta Public Schools contracted independent evaluators to examine three schools in the district—Lakewood Elementary School, Murphy High School, and

Grady High School. Crawley and Emmons (1987) discovered that student mobility had an adverse effect on student achievement in each of the schools studied, and all suggested that this area of concern required closer examination. Another study conducted by Bruce Straits examined the effect of student mobility on school progress (age-grade retardation) by comparing information found in two national samples. Straits (1987) concluded that there appeared to be little cultural difference in school performance among transients except among teenagers of less educated parents (less than eight years of schooling) and that "a school age move seems to increase the school dropout rate among the children of the less educated parents" (p. 39). This study seemed to support the findings of Long in 1975.

Simmons, Burgeson, Carlton-Ford, and Blyth (1987) attempted to assess not only the effects of transience but other life changes as well (including puberty and dating) on adolescent boys and girls. Their findings support the ideas that there are negative consequences for adolescents who must cope with several transitions at once. These negative consequences included both a decline in grade point average (GPA) and involvement in extracurricular activities for both boys and girls, as well as, a decline in self-esteem for girls.

Darling-Hammond (1997) regarded herself as one of the fortunate young people of the 1950 to 1960 era who had access to powerful education and a beneficiary of curricula informed by Jean Piaget and other scholars. She also mentioned that her parents moved and sacrificed many times to ensure that she and her siblings got the best public education her parents could obtain. Her parents managed to find schools where

their children profited from programs stimulated by that era's education reformers and funded by a government eager to catch up with the Russians.

Current Studies

Student Academic Achievement

The 1990s sought to determine more definitively the correlative factors surrounding student achievement. Unfortunately, researchers found it difficult to study just one factor, for very few situations happen in isolation. Astone and McLanahan (1991) researched family structure, parental practices, and high school completion as they are related to student achievement. They concluded that children of non-intact families (single-parent/step-parent families) reported lower educational expectations from parents, less monitoring of school work, and less supervision of children's social activities than those of intact families (families with both biological parents in the home). Children of non-intact families were also more likely to exhibit signs of early disengagement from school—including grades, attendance, attitudes, expectations, school retention, and diploma completion.

Gardner (1991) claims that no nation has fully managed to create schools that teach for understanding. International assessments reveal that U.S. schools are even less focused on this goal than are schools in high-achieving European and Asian countries (Schmidt, McKnight, & Raizen, 1996). This finding is related not only to differences in texts and teaching methods but also to the fact that other countries' examinations rely on student work samples, essays, and oral examinations developed and scored by teachers,

whereas nearly all U.S. testing consists of commercially developed norm referenced multiple choice basic skills tests.

Testing methods influence teaching so intensely because test scores are increasingly used as arbiters of administrative decisions in U.S. schools. During the late 1970s and 1980s, policymakers and administrators began to use standardized test scores to determine student track or program placement, promotion, and graduation; to evaluate teacher competence and school quality; and to allocate rewards and sanctions.

Hilliard (1995) concluded that the reasons for low academic performance of so many of our children and other problems that we face are profoundly political. The political problem is also the problem that we seek to avoid confronting. The will to change the third tier is the key to excellence. The nation will never be excellent if it neglects its third tier.

Transience Rate

Ligon and Parades (1992) found difficulty in even determining transience rates. These teachers of the Austin Independent School District sent a letter to 153 directors of research and evaluation in all 50 states and asked for their formulas for determining transience. These authors received 93 responses with 63 different formulas and definitions of transience. From gathered data, the authors developed five formulas, one of which was used to determine the rate of transience in this study.

Transience and SES on Student Achievement

Brent and DiObilda (1997) studied students in Camden, New Jersey. The children of this area were economically depressed with approximately 60% of its children living in poverty. In this study, the authors defined stable students as those who had been continuously enrolled in their program for at least two years. The study focused on 99 second graders, 27 stable students, and 63 transient students. The authors concluded that student mobility was a major reason for lower achievement among urban children of low socioeconomic status. In a similar study, Bruno and Isken (1996) studied the effects of inter and intrastudent transience. In this study, the authors concluded that both inter and intrastudent transience profoundly affected continuity of school schedules and instructional programs. Hess and Shipman (1965) conducted a study on early experience and socialization. The finding of the study indicated that maternal teaching styles and child behavior are congruent, and that there are exchanges that mediate between the individual and his environment. Bernstein (1961) suggested that language structures and conditions what the child learns and how he learns, setting limits within which structure learning may take place.

Attendance and Transfer Issues on Student Achievement

Transient students consume far more pupil resources in terms of supplies, textbooks, library books, etc., than do their stable counterparts. By consuming large amounts of clerical time in paperwork such as locating previous records, more specialist time in testing/placements, remediation in core subjects, as well as counseling and attendance issues, the school environment is greatly impacted. Bruno and Isken (1996)

and Beck, Kratzer, and Isken (1997) noted that test results from highly transient schools become highly suspect. Proactive measures and new policies designed to aid the entire transience family; not just the students, are suggested by these authors.

Parental Socioeconomic Status on Student Achievement

Families with incomes below $10,000 are three times as likely to be mobile than families with incomes above $25,000 were reported by Kathleen Vail in her article, "Learning on the Move." Citing the oft-quoted Federal Accounting Office Report (GAO) of 1986, Vail stated that one in six third graders have attended at least three different schools since entering the first grade. The GAO also discovered that among third graders, mobile students were twice as likely to score below grade level in math and reading, and two and a half times as likely to repeat a grade. The toll of moving on children manifests itself in children who harden and lose their ability to trust adults. Vail also stated that parents who divorce are likely to move two or three times within a year. Interestingly, a common national curriculum, multiage classrooms, and flexible attendance policies to manage the issue of transience within urban school districts are strategies reported by Vail as considerations by some administrators and school boards.

Tucker, Marx, and Long (1998) also linked the change in family structure to student mobility and based their study on information gathered from the Child Supplement to the 1988 National Health Interview Survey (NHIS). Their conclusions were based on a study of 4,595 black and white children ages 7-12 that were enrolled in grades 1-6. Their findings supported the previously held hypothesis that any past mobility negatively influences the school lives of children who are raised in any family

structure other than two biological parents. A high rate of mobility (93%) was also noted by these authors in remarriage/stepparent family settings. The authors note that school performance can be a factor of both family and community, and that parents lose community support when moving except over short distances (Tucker, Marx, & Long, 1998).

Parental divorce sharply increases the probability that children will move into poorer neighborhoods and is especially pronounced among African-Americans as reported by South, Crowder, and Trent (1998). This study concluded that effect of divorce on mean family incomes tends to be more negative for black than white children, and for children whose parents owned a house rather than rented an apartment. Parental remarriages were also related to higher mobility rates. The study stated that remarriage does affect transience but not as profoundly as divorce. Remarried couples are more likely to move into better neighborhoods and may partially raise family incomes. These authors concluded that the effect of student mobility really depends upon the conditions under which the child is moving.

Homelessness is another factor found to correlate with poor academic achievement as Masten, Sesma, Rekhart, and Lawrence (1999) state after studying 59 African-American families and 24 American Indian families. The study concluded that both groups were affected in both academics and behavioral problems, but that African-Americans were most affected and more likely to be substantially behind in academic skills and experienced more classroom adjustment problems.

Race as it is related to transience was the subject of South and Crowder (1997) as the authors discovered that 15%-20% of the United States population changed residence in a year. However, they found a pattern to this movement. Blacks were more likely than whites to move within central cities or from suburbs to cities, and whites were three times more likely than blacks to move from the central city to the suburban perimeter. Also noted was that black respondents were usually younger, less likely to be married, had more children at home, less likely to own their own home, and tended to reside in more crowded dwellings than their white counterparts. Black respondents were also more likely to have less schooling, lower incomes, less likely to be currently employed, and more likely to be receiving public assistance than the whites. South and Crowder (1997) concluded the article by noting that transience of families generally decreased with increased age, home ownership, educational level and increased income. Most respondents of increased income and education, either black or white, were more likely to remain in the suburbs.

Current Trends

Educational Policy on Student Achievement

As Rumberger (2002) stated in his examination of student mobility and achievement, many factors such as overcrowding, class size reduction, suspension and expulsion policies and the general academic and social climate of a school can also attribute to poor achievement in today's schools with high student mobility rates. Rumberger notes that the increased parental options permitted in the No Child Left Behind legislation may have also contributed to increased mobility. Rather than change

of residence, Rumberger purports that 30-40% of school changes are related to the factors stated above. The author acknowledged that there is strong evidence that mobility either in elementary or high school does decrease the chances of graduation. Unlike previous examination and research into the causes of mobility, this study proposed changes that could be implemented by school districts to combat mobility issues.

Teaching Methods, School Policies, and Student Achievement

Taylor (1911) indicated that one type of man is needed to plan ahead and an entirely different type to execute the work. Although Taylor was criticized for the number of unproductive people his plan introduced, his tactics spread to schools, where the layers of non-teaching personnel grew. Today nonteaching personnel constitute more than half of the U.S. education workforce (Organization for Economic Cooperation and Development, 1995). They are supposed to design, plan, and monitor the work of teachers who are expected merely to "do" that work. However, calculating organizational efficiencies on a regular basis has given birth to enormous paperwork. In 1914, New York School Superintendent William H. Maxwell warned that if teachers did all the paperwork urged by efficiency experts they would have no time and energy left for teaching. As Maxwell warned, enormous amounts of staff time are consumed by reports of attendance, tardiness, truancy, testing, expenditures, personnel assignments, uses of time, credit hours accumulated, pass rates, promotion rates, individualized education plans. Teachers complain bitterly about the teaching time they sacrifice to feed the insatiable administrative appetite for reports.

The demand for paperwork intended to improve school accountability actually undermines productivity by taking time away from the core functions of the school is a paradox most policymakers and administrators have not yet fully appreciated. A vicious cycle is launched: the more paperwork teachers are asked to do, the less time they have for teaching; the less time the have for teaching, the less learning occurs; the less learning, the more the demand for paperwork intended to ensure that teachers are teaching as the bureaucracy insists they should.

Teachers' insistence on attending to students' experiences, interests, and prior knowledge were once thought to result from tenderheartedness and a disregard for scientific methods. Now, however, these considerations are supported by cognitive research demonstrating that learning is a process of making meaning out of new or unfamiliar events in light of familiar ideas and experiences. Learners construct knowledge as they build cognitive maps for organizing and interpreting new information. Effective teachers help students make such maps by drawing connections among different concepts and between new ideas and learners' prior experiences (Resnick, 1987a)

Cohen (1996) notes that teachers' dependence upon students for the production of learning makes teaching intrinsically risky. These risks are increased when teachers aim for rote work, which is more easily controlled. According to Darling-Hammond (1996), to manage these risks, teachers need both high levels of skill and school structures that allow the extended time and close sustained relationships with students that can leverage motivation and commitment.

Mobility Issues

Rumberger related that little could be done when families decide to move based on the desire to change jobs or residences except to inform families of the consequences associated with these moves. However, Rumberger ascertained that substantial and well planned school reforms could reduce a school's student mobility rate. Flexibility with school boundaries and willingness to offer transportation to students to prevent transfer are steps toward this reform. Other suggestions in this article were for schools to better prepare for incoming transfer students by adopting procedures to smooth the transition process, establish ongoing activities to address the needs of new students, and provide quick assessment to establish placement. Simple procedures such as requiring the parent to personally sign students into their new school and meet with a school counselor as well as make a follow up appointment within the first three weeks could aid the adjustment to a new school (Rumberger, 2002).

These procedures are also discussed by Fisher, Matthews, Stafford, and Nakagawa's (2002) study in which school personnel were interviewed to examine how the staff reacted to high student mobility. In Fisher's study, these school personnel were in the process of changing procedure to smooth transition in high student mobility schools. The schools reporting the most success were the ones that offered a center or "hub" to address the basic needs of the transience family as well as programs to provide warmth and welcome to the student (Fisher, et al., 2002). Numerous other researchers offer recommendations for parents, schools, and communities regarding issues associated with high student mobility. These studies recommended the need for educators to

establish positive relationships with students and parents, the establishment of a national database to record a student's comprehensive information, as well as consistent curriculum across districts (Lash & Kirkpatrick, 1990).

Other suggestions for aiding teachers in high mobility schools were offered by Beck, Kratzer, and Isken (1997). These procedures included training of teachers in curriculum, specifically knowledge of curriculum used in other schools; training in flexible instructional methods; multiple methods of assessment; and the unique challenges facing today's mobile families. Beck cited the program at Washington School in Los Angeles as an example of one urban school that adopted a plan to provide community support for transient families. One full-time curriculum teacher who assumes three roles: testing coordinator, bilingual coordinator, and reading specialist. One teacher tests and escorts the student to his/her new class in an effort to smooth the transition. This same teacher helps provide materials to individualize instruction for remediation (Beck et al., 1997).

The United States Census Bureau (2001) reported that 4.3 million Americans moved between March of 1999 and March of 2000. In urban schools, the symptoms of high student mobility are experiencing the negative impact of this pattern. As Stover (2000) explained, "A revolving door of new students forces teachers to devote attention to remedial work rather than new lessons." Because students arrive without academic records, school officials have a difficult time with proper placement. According to Fowler-Finn (2001), as much as 70% of the time spent in school is devoted to activities that impede instruction. As experienced in the urban schools, large numbers of transient

students can pull down the academic performance scores of the entire school (North Central Regional Educational Laboratory, 2003). These result show up on the annual report card or school report that parents utilize to make school of choice.

Perhaps, in the near future Georgia will begin to coordinate efforts to ease the negative impact of transience on academic achievement as other states are already doing. Programs such as *The Kids Mobility Project* in the Minneapolis Public Schools that provide community forums, workshops, printed information, and staff development can serve as a guide for Georgia reform. Emphasis on accountability needs to focus on the achievement of stable students in the district as Fowler-Finn suggests, "Look at the job we are doing with stable students, not with the students who moved into the school within the past two weeks" (Fowler-Finn, 2001). Other programs in place include, Victoria, Texas Independent School which has coordinated programs to offer support to the transient family with parent centers and neighborhood based homework centers (Biernat & Jax, 2000). Also, Chicago's "Staying Put" campaign offers information to parents concerning the negative impact of frequent school moves and if a move is necessary, endeavors to ease the transition process (Chicago Panel on School Policy, 2002). With a 40% student turnover rate, Dallas Texas schools have developed the *New Generation System* to track the academic progress of migrant students. Finally, Fort Wayne, Indiana's *Families Helping Families* offers multiage classes and welcome meetings to help families make a personal connection to the new school (Fowler-Finn, 2001). All these initiatives strive to lessen the negative impact of student mobility on school performance helping to close the achievement gap for mobile students.

Summary

Researchers have proven that transience does play a significant role in the academic achievement and social development of students. The prevailing theme throughout all research seems to center around the circumstances prompting the move. Students with both biological parents of a good educational level seem to have fewer, if any, problems. Unfortunately, most moves are not made in isolation and have many factors surrounding them. Educators can look at the statistics of race, divorce, income, and educational level of its citizenry. The recent implementation of No Child Left Behind legislation adds new factors to the equation and should force all school districts with high student mobility to adopt in-depth planning and execution of new procedures to deal with transient issues.

CHAPTER III

THEORETICAL FRAMEWORK

The theoretical framework focuses on the dependent variable of student performance in the PSAT. It is proposed that student performance on the PSAT might be influenced by the following independent variables: students' elementary and middle grades, Iowa Test of Basic Skills scores (ITBS); students' view of teacher; teaching method observation; number of absences; number of discipline referrals; current classes passed; student demographics; number of moves (student mobility); reasons for moves; parents' job; income and educational level; homework assistance and students' hobbies, future aspirations and socioeconomic status. These relationships are shown in the following diagram (Figure 2).

Definition of Variables

In research, school is an open system, interactive with and responsive to its external environment which include parents, the community, state and federal policies. Therefore the interactive terms used in this study are defined as follows:

Dependent variables

Dependent variables are indicators of organizational effectiveness. These can be grouped roughly as objective indicators and subjective indicators. Measures of

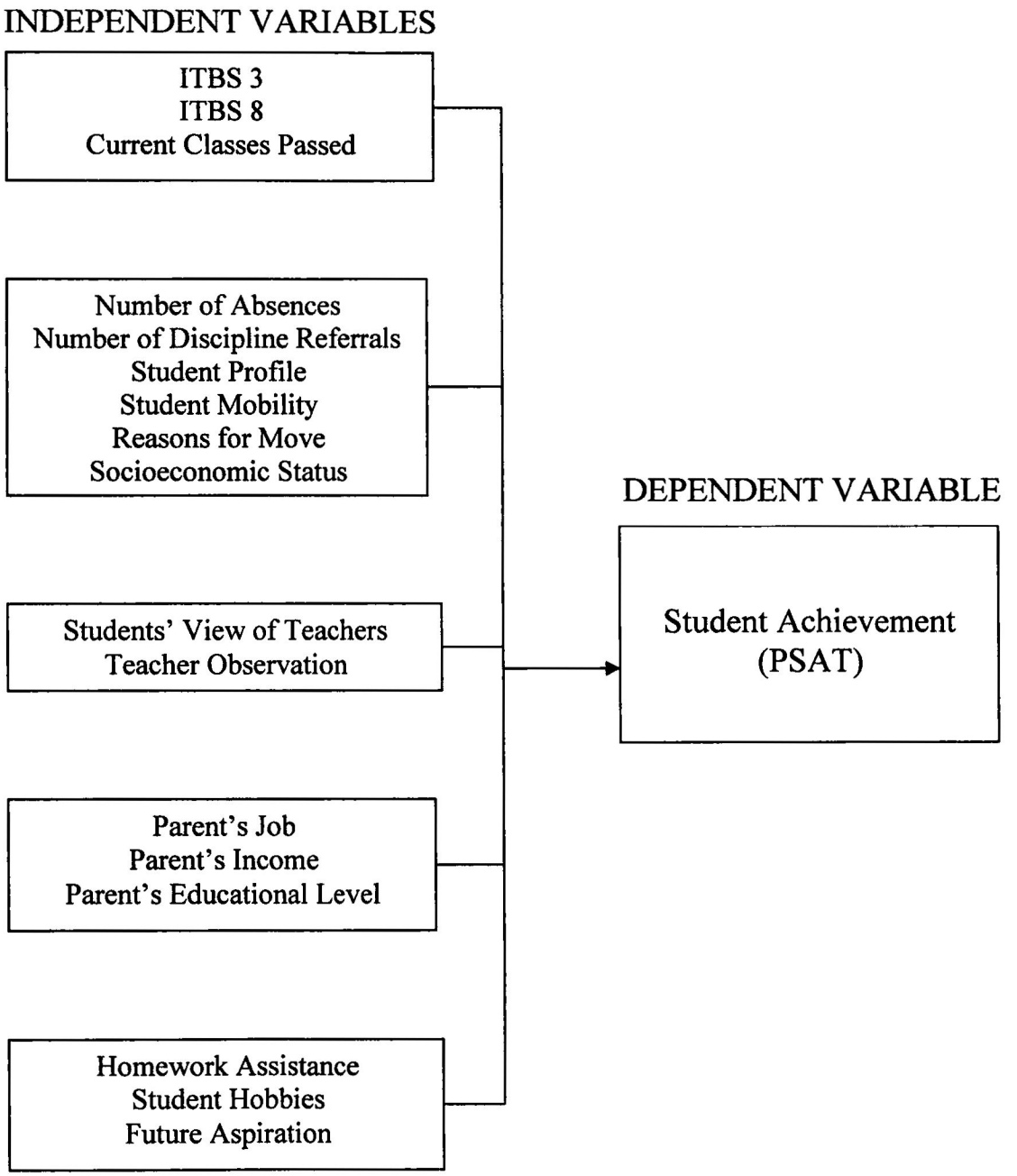

Figure 2. Relationship Among the Variables

achievement (such as test scores) often can be quantified objectively. For the purpose of this research the PSAT score will be used to measure student performance.

Practice SAT - (PSAT). The Preliminary Scholastic Aptitude Test is a standardized test that predicts how students will score on the SAT that is required for some college admissions. It also assesses student's skills in critical reading, mathematical reasoning, and writing.

Independent Variables

Independent variables are student mobility and selected variables. The information on socioeconomics (SES), current absences, current mobility, current discipline referrals, current classes passed, current views about teachers, current parents' income, current job and educational level, ITBS test, current homework assistance, students' hobbies, future aspiration and students' demographics were gathered through student interview schedule items and school data. The teaching method scoring was done through class observations by the researcher.

Transient student: Students who move from school to school, and therefore, do not have continuity in the academic life (Brent & Di Obilda, 1997). For the purpose of this study, transient students would be determined by how many moves in the semester.

Reasons for moves: determined by why the students move and the responses were ranked into categories—movement due to parent's new job, residential concerns, school policy, better curriculum, movement due to hardship/foster home, and students with no reasons for moves.

Stable student: Stable student is defined as those students who have been continuously enrolled in the same program/school for at least two consecutive years (Brent & Di Obida, 1997). Student mobility and student transience will be used inter-changeably in this study.

Socioeconomic status: determined by the percentage of free or reduced meal in school, parents' income, job and educational level.

Parents' income/job: determined by the kind of job the parents do and range of income as indicated by respondents.

Educational level: determined by parent's level of education.

Iowa Test of Basic skills (ITBS): standardized test taken in elementary and middle school.

Attendance: continuous enrollment in school or number of absences from school.

Student Demographics: students personal descriptive information these includes race, gender and grade.

Teaching method observation: approach to teaching and mode of communicating with students. The variation will be determined by the frequency in the occurrence of the items on the instrument during class observation.

Students' view of teachers: this is determined by what students like or dislike about their teachers' teaching methods.

Discipline referrals: this is determined by the number of office referral the student gets in the semester.

Classes passed: this is determined by the number of classes passed in the fall semester of 2004-2005. This could range from zero-six classes.

Homework assistance: this is determined by the different ways by which students seek assistance or make use of available school program to do homework.

Student's hobbies: this is determined by what students indicate to be of current interest to them.

Student's future aspiration: this is determined by what students want to be in life.

Relationship Among the Variables

This study hopes to show the relationship between ITBS 3 (elementary) and ITBS 8 (middle) to PSAT (9-12). PSAT gives a prediction of the SAT that is required for graduation. It may also show the area that needs improvement and level of performance on each test item. Annual tests to measure student's progress provide teachers with independent information about each student's strengths and weaknesses, and with this knowledge, teachers can craft lessons to make sure each student meets or exceeds the standards.

The student view of teachers and researchers observation may reveal the influence of teacher teaching methodology and instructional strategies and how this impacts students' achievement enough to reflect on their PSAT scores. It may also shed some light onto how teachers deal and communicate with new students in the middle of the semester. Teachers most often have the responsibility for integrating new students into the classroom (Lash & Kirkpatrick, 1990). This integration is especially difficult to accomplish when students move outside of normal transition times. Although Title I

provides funds for migrant students, few services have been provided for the locally transient populations.

Migrant students who are seasonal movers between countries may actually be less disruptive to schools and teachers than the locally transient students who move within the county or state, because migrant students move as a group at predictable times during the school year and they often return to the same school the following season (Lash & Kirkpatrick, 1990). Of much greater concern is the transient student who moves in and out of school within a district during the school year. These students move individually in response to the turmoil in their lives and may change schools several times within the course of an academic year. Teachers have suggested that school districts might address the problem of locally transient students by eliminating required changes in school zones when a student moves within the district.

The importance of continuous enrollment, attendance and testing would always be a concern to school administrators who would have to explain Annual Yearly Progress (AYP) to parents and students. This study may influence parents' impression of schools report or moving decisions.

A review of literature indicates that frequent absences and mobility affect student achievement in different ways. It ranges from catching up on the student part or missing entire content by teachers who are overwhelmed with "move-ins." Some absences are due to discipline measures in the school (school or out of school suspension). In light of this, students would miss instruction time and not do well on test or pass fewer classes to meet the requirement for the next grade. Mobility brings about change in the life of the

student; it takes them time to adjust to new environment, teaching method, class requirement and expectation, and harsh discipline measures only aggravate the situation.

Transience leaves some students with gaps in their educational knowledge. Research suggests that the degree of damage done can be easily corrected or is sometimes unnoticeable in students from stable homes. Unfortunately, most transient students today are not from stable homes and have become transient due to a change in family structure or economic status. Students deal with the influence of deprived background, poor environment and lack of positive exposure. All these affect their academic achievement. However, some parents move students due to availability of magnet programs, sports or co-curricular activities.

The NCLB Act requires states and school districts to give parents easy to read, detailed report cards on schools and districts, telling them which ones are succeeding and why. Included in the report cards are student achievement data broken out by race, ethnicity, gender, English language proficiency, migrant status, disability status, low income status and qualifications of teachers. This information is vital during the enrollment of transient students and parents who have probably missed open house and school orientation.

Research Questions

The following research questions are used for this study:

RQ1: Is there a correlation between the various demographic factors and PSAT scores?

RQ2: Is there a perceived impact of ITBS test scores and other demographic variables on PSAT performance?

RQ3: Is there a relationship between ITBS3 scores and PSAT achievement?

RQ4: Is there a relationship between ITBS8 scores and PSAT achievement?

RQ5: What adaptable teaching methods are teachers using in classes containing transient and non-transient students?

Summary

The assumption in this study is that there are certain perceived variables that influence student performance on the PSAT. This chapter has provided the theoretical framework as the basis for this research. The definition of variables is given and the research questions are stated.

CHAPTER IV

RESEARCH METHODOLOGY

The purpose of this study is to discover whether there is a relationship between student performance in the Preliminary Scholastic Aptitude Test (PSAT) and the Iowa Test of Basic skills test scores in the elementary and middle school, students' view of teacher, teaching method observation, students' number of absences, discipline referrals, current classes passed, student demographics, number of move (mobility), reasons for moves, parents' job, income and educational level, homework assistance and students' hobbies, future aspirations and socioeconomic status. This chapter describes the research design, the population, and sample that were selected as well as the instrument that was used. The data collection procedures and data analyses procedures conclude the chapter.

Research Design

The study utilized a comparison of two groups of students in the non-experimental research design, using both a structured interview process and observation to get information on students and classes. This involved collection of primary and secondary data on students and making use of these data to run a correlation study. The data from the interview schedule, computer generated information and the Observation based Instructional Assessment (OBIA) teacher observation report are used for the purpose of collecting data to test the research questions as described earlier. The results

were analyzed using the Statistical Package for the Social Sciences (SPSS) statistical tool to explain the relationships among different variables as hypothesized.

Population

This study was carried out in a school with a high student mobility rate in a suburban area of Atlanta. The mobility rate for students was 36% in 2004-2005, 44% in 2003-2004 and 32% in 2002-2003. The student population varied from 1,452 students in 1995-1996 to 1,804 in 2003-2004. The ethnicity of the school is diversified and dynamic with 3.9% Asian; 10.2 % Hispanic; 0.1 American Indian; 78.4 % African-American; 6.1% White and 1.1% Multiracial. As the population of the school and the community changed, the social and economic characteristics of these groups changed as well. In 1995-1996, 24% of the population received free/reduced lunches. In the 2003-2004 school year the percentage of the student population eligible to receive free/reduced lunch was 57.5% (47.7% the previous year). As of 2004-2005 the percentage increased to 65%. The high school completion rate for the graduating class of 2003 – 2004 was 57% while 47.4% of the graduating class was eligible for Hope Scholarships.

The school had six middle schools transitioning in annually. This school serviced students from 47 apartments, houses, mobile homes, extended stay and foster care referrals every year. The school is located in a south Atlanta suburb with inner city issues such as over crowded classes, lack of parental involvement, high percentage of students on free or reduced lunch, gang activities, school safety issues and high mobility rate.

Sample of Data

The data sample was selected purposefully to reflect the group of students in a transient school. This included 90 students from two English language and two math classes. These comparative groups were used to show statistical equalization. These students had the same English and mathematics teachers. Four of the teachers were the regular teachers for the selected group of students and the other four teachers teach the same grade but not same group of students. The eight certified teachers (four math and four English) were observed using the (OBIA) Observation Based Instructional Assessment rating scale.

Description of Instruments

The instruments used consisted of the student interview schedule, computer generated information (Appendix A) and the Persaud (2005) Observation Based Instructional Assessment (OBIA) instrument (Appendix B). These instruments were used to rate teachers' instruction delivery mode.

The ten items on part A of the interview schedule were used by the researcher to collect information from students directly and the eight items in part B on the test data were from the annually generated computer reports in the school. The responses to items on part A relates to future aspiration, hobbies, parents' occupation income and educational level, likes and dislikes about teachers, number of school moves and reasons, and who assist with home work.

The computer generated items on part B were gender, race, socioeconomic status, ITBS3 scores, ITBS8 scores, PSAT scores, number of classes passed and number of

discipline referrals. The data from the interview schedule, computer generated information and the Observation Based Instructional Assessment (OBIA) teacher observation report is used for the purpose of collecting data to test the research questions as described earlier. The results were analyzed using the SPSS statistical tool to explain the relationships among different variables as hypothesized.

Validity and Reliability of Instrument

Primary data from the interview schedule and the secondary data from the computer have face validity and reliability. The interview items were written up and given to the advisor for restructuring and final approval was given after the presentation of the dissertation proposal. Thereafter, the initial interview was done to generate clear responses before the items were given to the actual participants. The computer generated information remains constant.

The observation instrument, Observation Based Instructional Assessment (OBIA) was constructed by Persuad (2005) and used in other studies. The OBIA instrument was updated by Persaud and the information related to its reliability was tested through the training conducted by Moffett (2005).

The observation instrument reliability was based upon the use of two videotapes of teaching and learning phenomena with approximately 30 observers. The descriptive statistical methods of average observations for each dimension were scored by the observers. A pattern of lower order thinking skills observed by the trained and untrained observers were recorded for those who engaged in 10 to 12 minute observations ($n = 27$).

Data Collection Procedures

This research involved collection of primary and secondary information on the students and utilizing the results to find correlation among the data. Observation of teachers' teaching method was attached to each of the data collected and the analyses were correlated. The researcher's position as a high school counselor whose regular duties included student enrollment, class scheduling, grade level placement, student academic guidance and class observation gave the researcher access to the primary information. The secondary information interview items were part of the regular enrollment and advisement process.

Statistical Applications

The responses were documented and coded and data were entered into the computer and calculated using the version 12.0 of the Statistical Package for Social Science (SPSS). A frequency distribution model will be used to present the descriptive demographic data on the variables used in the study.

- A Pearson *r* Correlation will be used for Research Question 1.
- Multiple Regression analysis will be used for Research Question 2.
- A Pearson *r* Correlation will be used for Research Question 3.
- A Pearson *r* Correlation will be used for Research Question 4.
- Class observations will be used for Research Question 5.

The research questions for this study are as follows:

RQ1: Is there a correlation between the various demographic factors and PSAT scores?

RQ2: Is there a perceived impact of ITBS test scores and other demographic variables on PSAT performance?

RQ3: Is there a relationship between ITBS3 scores and PSAT achievement?

RQ4: Is there a relationship between ITBS8 scores and PSAT achievement?

RQ5: What adaptable teaching methods are teachers using in classes containing transient and nontransient students?

Limitations

1. The sample of the study focused on 9th grade students in one high school in school district A, further study may be done on all ninth grade classes with the school system.
2. The observation was done on four English language classes and four mathematics classes.
3. The study was limited to self report responses of ninety 9th grade students whose responses to items may vary later.

Summary

This chapter provided specific information on the research design, population, and sample that were selected as well as the instrument that was used. The data collection procedures, data analyses procedures and delimitation conclude the chapter.

The purpose of this study was to show if there is a relationship between student performance in the Preliminary Scholastic Aptitude Test (PSAT) and the Iowa Test of Basic Skills test scores in the elementary and middle school, students' view of teacher,

teaching method observation, students' number of absences, discipline referrals, current classes passed, student demographics, number of move (mobility), reasons for moves, parents' job, income and educational level, homework assistance and students' hobbies, future aspirations and socioeconomic status.

The population consisted of a total of 90 students and 8 class observations in one high school. The analysis of the data includes tables and interpretation of data is presented in Chapter V. A summary of the findings, conclusions, and recommendations are presented in Chapter VI.

CHAPTER V

DATA ANALYSIS

The purpose of this study was to examine selected factors that impact student achievement. The factors considered for explaining students' performance in the Preliminary Scholastic Aptitude Test (PSAT) are students' elementary and middle grades Iowa Test of Basic Skills scores (ITBS), student demographics, number of moves (student mobility), reasons for moves, and socioeconomic status.

In order to analyze the impact on PSAT, the researcher collected primary and secondary data on students, made class observations and used collected data to run a correlation study. The items from students' interview schedule, computer generated information and teacher observation were use to test the research questions. The primary data were collected directly from students through interview schedule items that included: number of moves, reasons for moves, current classes passed, likes and dislikes about teachers, parents' income, job and educational level, homework assistance, students' hobbies, and future aspirations.

The secondary data that were gathered from the school generated information are as follows: Students' performance in high school PSAT scores, elementary (ITBS3) and middle school (ITBS8) scores, number of absences, number of discipline referrals, student demographics and information regarding free and reduced lunch. The Observation Based Instructional Assessment (OBIA) instrument was used to observe four

English and four math 9th grade classes in the school, but only two English and two Math teachers were the regular teachers for the students used in this study.

This chapter deals with the analysis and results of the data used for the study. The data were analyzed in order of research questions regarding factors that explain students' performance in the Preliminary Scholastic Aptitude Test (PSAT); the main findings were supported or contradicted by context and theory. Tables 1 - 13 contain information on student interview schedule items and computer generated information (Appendix A).

Descriptive Data on Respondents

Table 1

Distribution of Students' Percentages by Race

Ethnicity	Number	Percentage
Caucasian	09	10.0%
African-American	65	72.2%
Asian	05	5.6%
Multicultural	03	3.3%
Hispanic	08	8.9%
Total	90	100.0%

Table 2

Percentage of Respondents by Gender

Gender	Number	Percentage
Male	46	51.1%
Female	44	48.9%
Total	90	100.0%

Table 3

Percentage of Respondents by Mobility

Number of Moves	Number	Percentage
2	27	30.0%
3	50	55.6%
4	11	12.2%
5	02	2.2%
Total	90	100.0%

Table 4

Percentage of Respondents by Reason for Moves

Reason for Moves	Number	Percentage
Hardship/DFACS	11	12.2%
Better Education	04	4.4%
School Policy	07	7.8%
Residential Concern	29	32.2%
Parent's New Job	14	15.6%
No Reason Given	25	27.8%
Total	90	100.0%

Table 5

Percentage of Respondents by Number of Discipline Referrals

Discipline Referrals	Number	Percentage
0	48	53.3%
2	30	33.3%
3	02	2.2%
4	04	4.4%
5	04	4.4%
7	01	1.1%
8	01	1.1%
Total	90	100.0%

Table 6

Percentage of Respondents by Number of Absences / Attendance

Absences	Number	Percentage
0	13	14.4%
2	21	23.3%
3	09	10.0%
4	06	6.7%
5	02	2.2%
6	06	6.7%
7	02	2.2%
8	06	6.7%
9	05	5.6%
10	03	3.3%
11	02	2.2%
12	01	1.1%
13	01	1.1%
16	03	3.3%
18	01	1.1%
21	01	1.1%
22	02	2.2%

Table 6 (continued)

Absences	Number	Percentage
24	01	1.1%
26	01	1.1%
27	02	2.2%
34	01	1.1%
38	01	1.1%
Total	90	100.0%

Table 7

Percentage of Respondents by ITBS3 Scores

ITBS3	Number	Percentage
Did Not Take	01	1.1%
Low	44	48.9%
Average	21	23.3%
High	15	16.7%
Exceed	09	10.0%
Total	90	100.0%

Table 8

Percentage of Respondents by ITBS8 Scores

ITBS8	Number	Percentage
Did Not Take	05	5.6%
Low	36	40.0%
Average	21	23.3%
High	25	27.8%
Exceed	03	3.3%
Total	90	100.0%

Table 9

Percentage of Respondents by PSAT Scores

PSAT	Number	Percentage
Did Not Take	01	1.1%
Low	59	65.6%
Average	29	32.2%
Above Exceed	01	1.1%
Total	90	100.0%

Table 10

Percentage of Respondents by Free/Reduced Lunch

Free/Reduced Lunch	Number	Percentage
Free	49	54.4%
Reduced	07	7.8%
Pay	34	37.8%
Total	90	100.0%

Table 11

Percentage of Respondents by Parent's Job

Parent's Job	Number	Percentage
No Income	36	40.0%
$1,000 to $1,999	27	30.0%
$2,000 to 2,999	23	25.6%
$3,000 or higher	04	4.4%
Total	90	100.0%

Table 12

Percentage of Respondents by Parent's Income

Parent's Income	Number	Percentage
Less than $1,000	34	37.8%
$1,000 to $1,999	27	30.0%
$2,000 to 2,999	24	26.7%
$3,000 or higher	05	5.6%
Total	90	100.0%

Table 13

Percentages of Respondents by Parent's Education

Parent's Education	Number	Percentage
Drop Out	05	5.6%
High School	42	46.7%
2 Years of College	20	22.2%
College Graduate	23	25.6%
Total	90	100.0%

Results in Relation to the Research Questions

Following are the analyses for the research questions in the study investigating the factors that explain students' performance in the Preliminary Scholastic Aptitude Test (PSAT).

RQ1: Is there a correlation between the various demographic factors and PSAT scores?

The data with respect to this research question are shown in Table 14. In the table, a Pearson r correlation was used to determine if there was any perceived correlation between the various demographic (race, gender, free/reduced lunch status, number of moves and reason for moves) factors and PSAT scores. Between race and PSAT scores the analysis yielded a Pearson r correlation coefficient of (r = 0.114 and sig. = 0.286), between gender and PSAT scores the analysis yielded a Pearson r correlation coefficient of (r = -0.001 and sig. = 0.990) and between free/reduced lunch (FRL) status and PSAT scores the analysis yielded a Pearson r correlation coefficient of (r = 0.103 and sig. = 0.335), between number of moves and PSAT scores the analysis yielded a Pearson r correlation coefficient of (r = -0.281** and sig. = 0.007), between reason for moves (RFM) and PSAT scores the analysis yielded a Pearson r correlation coefficient of (r = 0.095 and sig. = 0.371). The significance for the number of moves is less than 0.05; this supports the view that there is a significant relationship. Therefore, there is a perceived correlation between the demographic factor (number of moves) and PSAT scores. The negative sign means that is an inverse relationship, the hither the number of moves the lower the PSAT scores.

Table 14

Pearson r correlation Analysis Data

Variable	PSAT	Race	Gender	FRL	NOM	RFM
PSAT	1.000	.114	-.001	.103	-.281**	.095
Race		1.000	.079	.262*	-.015	-.236
Gender			1.000	.016	.004	-.002
FRL				1.000	-.050	.217*
NOM					1.000	-.539**
RFM						1.000

* . Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

FRL = Free/Reduced Lunch Status

NOM = Number of Moves

RFM = Reason for Moves

RQ2: Is there a perceived impact of ITBS test scores and other demographic variables on PSAT score performance?

The data with respect to this research question is shown in Table 15. In the table, a stepwise multiple regression was used to determine the extent to which variation on student performance on the Preliminary Scholastic Aptitude Test (PSAT) as the dependent variable could be explained significantly by each of the selected independent variables. The multiple regression was used to test the design model where PSAT is the dependent variable and all other variables are treated as independent variables. This

Table 15

Multiple Regression Data Analysis

Model 3	R	R Square	Adjusted R Square	F	Sig.
ITBS3	.515	.265	.257	31.778	.000

model was used to determine which independent variables were predictors of PSAT. The results of the regression analysis indicate that ITBS3 (Beta = +.515) explains PSAT significantly (at 0.05 level). The adjusted R Square is 0.257 indicating that some percentages of the variance are explained by other variables. With an R square of 0.265 the items entered explain approximately 27% of the variance in responses. The F ratio 31.778 is significant at $p = 0.000 < 0.05$ level indicating that ITBS3 contribute significantly to the variance on PSAT. The other independent variables were excluded from Model 3 analysis in Table 15. Therefore this supports the view that a significant relationship exists. As indicated in the initial findings, students' ITBS3 is associated with performance on the PSAT. It is interesting to note that items directly related to transience (number of moves and reasons) show a negative correlation which indicates that the higher the number of moves, the lower the PSAT scores. ITBS3 (elementary) was the only predictor of PSAT; the other independent variables were excluded from the equation.

RQ3: Is there a relationship between the ITBS3 scores and PSAT Achievement?

The data with respect to this research question are shown in Table 16. In the table, a Pearson *r* correlation was used to determine if there was any perceived correlation between the ITBS3 scores and PSAT achievement. Between ITBS3 scores and PSAT achievement, the analysis yielded a Pearson *r* correlation coefficient of (r = 0.515 and sig. = 0.000). The significant level was less than 0.05; this supports the view that a significant correlation exits. Therefore, there is a perceived correlation between the ITBS3 scores and PSAT achievement. The results are presented in Table 16.

Table 16

Pearson r correlation Analysis Data for RQ3

Variable	PSAT	ITBS3	ITBS8
PSAT	1.000	.515**	.438**
ITBS3		1.000	.664**
ITBS8			1.000

** . Correlation is significant at the 0.01 level (2-tailed).

RQ4: Is there a relationship between the ITBS8 scores and PSAT achievement?

The data with respect to this research question are shown in Table 16. In the table a Pearson *r* correlation was used to determine if there was any perceived correlation between the ITBS8 scores and PSAT achievement.. Between ITBS8 scores and PSAT achievement, the analysis yielded a Pearson *r* correlation coefficient of (r =

0.438 and sig. = 0.000. The significant level was less than 0.05; this supports the view that a significant correlation exits. Therefore, there is a perceived correlation between the ITBS8 scores and PSAT achievement.

RQ5: What adaptive teaching methods are teachers using in classes containing transient and nontransient students?

In the use of student social experiences the scoring indicates positive responses for the teacher outcomes. The item on asking questions is low in the teacher and student outcome for the teaching and non teaching groups. In the use of textbook as a subject matter, asking question also show inverse scoring. However, the use of answers shows positive scoring or no scores at all for the teaching group.

In the use of previous knowledge in same subject area scoring collaborates with the student social experiences as initially noted indicating that teachers are not using previous knowledge to support teaching styles. This may be due to the fact the student outcome scoring on the ask questions item indicates the inverse scoring of -0.75, 0 and -0.5, respectively. Students may not have asked questions because they did not have the basic background knowledge to respond or recall facts. This happens when students are taught on the lowest level of Bloom's Taxonomy and tests are given on the highest level of Bloom's Taxonomy.

It is not surprising to see the item on relating knowledge to different subject with a host of inverse recording and only the high order thinking is positively rated. However they were scored in the low 0.75 for teacher outcomes and 1.5 for student outcome in the teaching group.

The scoring of the item on demonstrate test concepts in teaching group scored more positive points on the teacher outcome and inverse scoring on the student outcome. Students should be able to demonstrate test concepts within the 55 minutes of class; teachers should expect quick feedback of concept understanding. Victor Vroom's Expectancy Theory proposes that individuals (students/teachers) have different "sets" of goals and can be "motivated" if they believe that:

- There is a positive correlation between efforts and performance,
- Favorable performance will result in desirable reward,
- The reward will satisfy an important need, and
- The desire to satisfy the need is strong enough to make the effort worthwhile.

The use of visual, audio aids, charts, diagrams, technology were scored inversely on the teacher and student outcome in the teaching group. Although most teachers have the technology training as required by the state for certification not all teachers are practicing the use of technology in the classroom. Since students learn in different ways and teachers have varied teaching styles, the use of visual aids can also help visual learners and invariably increase the students' outcome scoring for the two scored groups.

The item on behavior control shows low scoring on teacher outcome and low positive scoring on the student outcome. The researcher observed that some teachers place folders for missed work in a designated area of the room. In some classrooms student get assistance from their peers. Teachers do not have a clear county policy on how issues of transfer students are dealt with. Some students get transfer grades through counselors from the previous school. When there is no grade from previous school, some

teachers start grading from where the student joined the class—this may be the result of the low scoring on the item on previous knowledge in section C of the OBIA instrument. Other teachers hold students responsible for missed work. This may be an indication to the low score in the question and answer items on the OBIA instrument. With parents and administration intervention teachers would give tests of content, bonus points to make up for transfer grades when attendance is not an issue. Table 17 summarizes data on adaptive teaching methods.

Table 17

Adaptive Teaching Methods Data

ACTION	TEACHER OUTCOMES			STUDENTS' OUTCOME		
	Knowledge	Higher Order Thinking Skills	Dispositions	Knowledge and Comprehension	Higher Order Thinking Skills	Dispositions
A. Uses student social experiences:						
1. Explains process	1	.5	1.25	-1.25	0	-.25
2. Asks questions	-.25	.5	-.5	0	0	-1.5
3. Uses Answers, praises	1.25	0	.5	-.5	.25	.25
B. Uses textbook subject- matter						
1. Explains process	-1	-.25	.5	0	.25	0
2. Asks questions	-.25	-.75	0	-.75	0	-.5
3. Uses Answers, praises	1.25	0	.25	0	.5	.25
C. Uses previous knowledge in same subject area:						
1. Explains process	-.75	-.75	.75	-.75	7	0
2. Asks questions	-1	-1	0	-1.5	-.5	0
3. Uses Answers, praises	-.75	.25	-.5	0	.5	0

Table 17 (continued)

ACTION	TEACHER OUTCOMES			STUDENTS' OUTCOME		
	Knowledge	Higher Order Thinking Skills	Dispositions	Knowledge and Comprehension	Higher Order Thinking Skills	Dispositions
D. Relates knowledge to different subject areas:						
1. Explains process	-.25	.75	-.25	0	-.5	0
2. Asks questions	-.75	-1	-.5	-.75	1.5	0
3. Uses Answers, praises	-1	-.75	0	0	.5	0
E. Demonstrates test Concepts						
1. Explains process	-.25	0	0	-.75	-1	0
2. Asks questions	1.5	.5	.25	0	-1.5	-.5
3. Uses Answers, praises	1	0	-1	0	0	0
F. Uses visual, audio aids; charts, diagrams, technology						
1. Explains process	-.25	1	.25	0	0	0
2. Asks questions	-.5	-.75	0	0	-.75	0
3. Uses Answers, praises	-1.5	0	0	0	0	0
G. Behavior Control						
1. Communicates procedures	-1.5	-.25	0	.5	1	0
2. Rejects answers, criticizes, directs, commands	.25	0	0	0	-.75	0

These various types of assessments may not necessarily cover content but they appear more effective when used for placement, guidance purposes, understanding of student's previous knowledge and making tutorial referral as appropriate. This is also an inclination for a county guideline on how students' transfer grades are to be addressed uniformly in transient schools.

By the same token, transfer students may miss state and county assessment. As indicated in the correlation analysis, when the ITBS3, ITBS8 and PSAT scores are low,

the students tend to have higher mobility and when the ITBS3, ITBS8 and PSAT scores are high the students tend to have lower mobility. Although research has indicated that testing is not the best measurement of students' achievement, the PSAT as a performance assessment reveals a comprehensive tool that gives valuable feedback to student and school. Schools offer the test to students to get a head start on improving academic skills needed for success in college.

Summary

This chapter presented the statistical analysis of the data obtained by comparing the responses of 9th grade students, computer information and teacher observations. The research questions were tested using the statistical package for the social sciences (SPSS), and the procedures used were Pearson correlation, and multiple regression. In Chapter VI, the research findings, conclusions and recommendations are presented.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This chapter presents the findings of the study, conclusions, and recommendations. The purpose of this study was to examine selected factors that impact student achievement. The factors considered for explaining students' performance in the Preliminary Scholastic Aptitude Test (PSAT). The independent variables are identified as students' elementary and middle grades Iowa Test of Basic Skills (ITBS) scores, students' view of teacher, teacher rating, number of absences, number discipline of referrals, current classes passed, student demographics, number of moves (student mobility), reasons for moves, parents' job, income and educational level, homework assistance, students' hobbies and future aspirations and students' socioeconomic status.

The review of literature is on ITBS3, ITBS8, students' likes and dislikes about teachers, teacher rating, number of absences, student demographics, number of moves, homework assistance, student hobbies, future aspiration and parent SES. This integrated study included variables that cover the student characteristics and mobility rate. In Chapter III, variables were defined in measurable terms and supported with a diagram to show pattern of relationships. It was proposed that PSAT could be explained by the independent variables, and that transience could explain PSAT more than the other variables. Studies by Hess and Shipman (1965), Bernstein (1961) all indicated that

parent SES, language early acquisition, and verbal capabilities which are also included in PSAT and the ITBS test are pointers for differentiated instruction, early intervention and public education for parents.

In Chapter IV the researcher described the design, population, sample and instrument to be used in this study. The research design consists of a comparison of two groups of students in a nonexperimental research. The student interview items were given to students who have taken the PSAT in the high school, ITBS8 in the middle school and ITBS3 score in the elementary school. The Persuad, (2005) Observation Based Instructional Assessment (OBIA) instrument was used to rate teachers' instruction delivery mode.

The target population for this study was 9th grade students in high school within one school district. The final sample consisted of 90 students. The structured interview items were used to collect information from students and the other data were computer generated. The researcher utilized the Observation Based Instructional Assessment rating scale instrument to observe the classroom teachers.

A Pearson *r* correlation was used for research question one. Multiple regression analysis was used for research question two. A Pearson *r* correlation was used for research questions three and four. Class observations were employed to answer research question five.

Chapter V presented the organization of the analysis and the study was guided by the following research questions:

RQ1: Is there a correlation between the various demographic factors and PSAT scores?

RQ2: Is there a perceived impact of ITBS test scores and other demographic variables on PSAT performance?

RQ3: Is there a relationship between ITBS3 scores and PSAT achievement?

RQ4: Is there a relationship between ITBS8 scores and PSAT achievement?

RQ5: What adaptable teaching methods are teachers using in classes containing transient and nontransient students?

Findings

The following are the major research findings demonstrated in this study.

1. There is an inverse correlation between the demographic factor (number of moves students made) and PSAT scores.
2. Students' ITBS3 score is the only independent variable that explains PSAT performance.
3. There is a correlation between ITBS3 scores and PSAT achievement.
4. There is a correlation between ITBS8 scores and PSAT achievement.
5. There is no perceived adaptable teaching method that teachers are using in classes containing transient and non-transient students.

Conclusions

With respect to the finding that there is an inverse correlation in the number of moves students made, there is an indication that the more the students move the lower

their performance on test. This is not unusual when there is a break in the learning process or some personal circumstances interfere with learning to bring about poor transition in between moves. There is the tendency for this influence to manifest as emotional/behavioral issues in the students. In the light of this group sessions or structured orientation may be put in place for transient students to enhance positive adjustment in a new environment. The increase in students' number of moves impacts PSAT scores. This implies that students performed better on the PSAT when they are less transient. Some student are absent for awhile before they finally withdraw or the school withdraws them for lack of attendance. Students sometimes stay home for awhile before re-enrolling in another school within the school district, state or outside the state. Students do transfer for different reasons based on their family structure, background, and economic status. Hess and Shipman (1965) shared similar view in their study. Students come into school with different styles of learning. Bernstein (1961) emphasized the fact that mother language ability reflects in the child. Therefore, it means that teaching has to be begin at a very early age to counteract the negative effect of socioeconomic status. For this reason, the use of differentiated instruction cannot be over emphasized. Encouraging parents and students to take school attendance seriously cannot be under played especially with the No Child Left Behind (2002) policy. Students need tutorial or remediation classes to pass current classes and improve their PSAT scores when they miss so much instructional time.

The importance of the elementary foundation cannot be over emphasized to teachers, students and parents. When students come to school prepared and ready to

learn in the early stages of education this reflects on their future performance in school. Since students ITBS3 is associated with the performance on the PSAT, special attention should be paid to the provision of early intervention programs at the elementary school level.

ITBS3 scores in the elementary school showed a significant relationship to PSAT. The need to have seasoned and certified teachers who can deal with the current student diversity in terms of learning should start at an early stage in the elementary school. This also re-emphasizes the need for certified teachers at this crucial time of education. There are indications that when students come to school ready to learn it gives the teacher foundation to build upon in the elementary school. Coleman (1966) stated that student background and characteristics are very important. In the reanalysis of Coleman's data Jencks and his colleagues (1972) found that student achievement is primarily a function of one factor—the background of the student.

Students' ITBS8 scores in the middle school were significantly related to the PSAT scores in the high school. There is a sequence to learning and how one concept builds on the other. Students can learn from abstract to concrete, or general to specific. Middle school is a time for students to sharpen their ability to evaluate, synthesize, and deliver point of view of their own through individual or collective projects. It is important that the middle school teacher know that they are a large part of students' high school or future success.

When student mobility rate is not put into consideration in the classroom, students miss some instruction and it is sometimes hard to catch up with the class when they are

far behind; consequently they fail classes or don't perform well on standardized or performance test. Invariably some do get frustrated, withdraw or dropout of school. With reference to Vroom's theory, student performance is based on individual factors such as personality, skills, knowledge, experience and abilities that they share amongst their peers and teachers as well. This aspect of classroom instruction cannot be over looked because interaction is another form of learning experience. The community may have to deal with school dropout situation sooner or later but the school may not meet the adequate yearly progress as stated by the NCLB Act (2002). By the same token schools may not be able to increase graduation rate, if adequate remediation programs are not in place early enough to make a difference in the life of the students.

Recommendations

From the findings and conclusions of the study, the researcher makes recommendations to the following constituents: parents, teachers, counselors, instructional specialist, administrators, central office coordinators, district superintendent, board members, state superintendent, and legislature.

With respect to the finding that there is a relationship between ITBS3, ITBS8 and performance in the PSAT in the correlation analysis, while ITBS3 was the only predictor of PSAT in the regression analysis. The recommendations of the above constituents are as follow: Classroom teachers will be given continuous staff development training to ensure that the curriculum is aligned with test requirements, and the importance of using higher order thinking skills when teaching will be emphasized. Under the No Child Left Behind Act, each state must measure every public school student's progress in reading

and math in each of grades 3 through 8 and at least once during grades 10 through 12. These assessments must be aligned with state academic content and achievement standards. Teachers can employ constructive approach to teaching to fill the gaps. School superintendents and principals can also give instructional technology administrators (Curriculum Lead Teacher) and counselors the opportunity to attend workshops and seminars on standardized test reviews annually or as necessary. The superintendent should devote some time on this issue and strategies during board meetings. This is due to the fact that there is annually updated information on SAT which implies that there is also a need to get updated information on PSAT. Therefore, elementary and middle school teachers need to be given necessary information to start early with their students to enhance future performance in the PSAT.

With respect to the finding that there is a relationship between high ITBS3, ITBS8 PSAT scores and fewer moves by students, it is recommended that school administrators share findings of this study with parents for better understanding of the need for strong educational support. This finding is not unrelated to economic factor, which is beyond the school level. The state legislature can support parents by providing jobs or houses within school distance when possible. They can also provide extra funds for schools to support parents and students with tutoring, childcare and recreation. With this in mind, the school district can include grant writing sessions in their staff development classes. School superintendents and principals should ensure that certified teachers are recruited for every class at elementary, middle or high school to enhance higher order thinking skills in classroom instruction. At the same time, put training or programs in place for

noncertified teachers to meet the NCLB Act (2001) that requires all classroom teachers to be certified in there area of instruction. It is also recommended that students who transfer into the school are still required to do their make up work and take part in tutorial or remediation program. The school board can create policy or mandate the coordinators to ensure that supervision is conducted for the teachers. School district policy can be reviewed to include how missed schoolwork will be addressed or teachers may have to provide work as soon as the administrator/counselors inform them of the enrollment status of the student. Teacher can also encourage team and peer- teaching as appropriate. Peer exchange allows students to freely draw on prior knowledge that helps them to fully engage in quality literature. Through active participation in the literacy process, students become skilled in using their own experience and opinions to help form literary perspectives.

Building administrators would supervise the teachers during the instructional time and the head of departments can also help to see what additional programs would be of benefit to students and support for parents. This collaboration can be done through administrative planning and supervision to ensure that the developed plan is completed effectively. Administrators and school counselors can set up mentoring teams, sponsor clubs or create study skill classes into the master schedule during the school hours that will assist with the transition of transfer students. In-school orientation should also involve the information on school climate, culture and milieu to new teachers. The importance of long term commitment on the part of teachers should also be encouraged. Otherwise the school will be faced with transient student and high teacher turnover rate.

The school district may use information from this research to strengthen and align the curriculum towards the upgrade of the current remediation classes that will target transient students so that independent studies and enrichment programs will be open to transient students as they arrive. It is important that school administrators also monitor or evaluate the teachers to ensure that regular classroom test, quizzes, and instructions are specifically aligned with the curriculum as emphasized by the school district. Administrators can collaborate with teachers to ensure that differentiated learning, parent meetings, peer helping and mentor programs are given adequate follow up evaluation and included in the school improvement plan.

The findings of this study also reflect the need to establish a research and evaluation department in the school district to undertaken more data driven researches. Teachers can also use the data to consider reevaluation of teaching strategies and assist students with time management skills. The school counselor can organize classroom guidance programs that will assist students with testing skills and anxiety. Parenting skills programs can be organized for parents to attend at relatively flexible times. The findings of this study may be used in restructuring and redesigning school programs, policies and curricula as they pertain to student achievement and transience. Students can demonstrate proficient performance in the new Georgia Performance Standards when they are prepared with a meaningful high school program designed to enhance college admittance and for life beyond the classroom. The instructional specialist and coordinator are aware of high quality programs and some employees who can run programs effectively for teaching and learning purposes of teachers. The instructional

specialist should go into the classrooms for follow up, observation and make further recommendation for improvement. The annual percentages of student mobility rate should always be reflected on all published school reports that are made available to the public.

Educational leaders such as the superintendents and school administrators can make provisions to increase funds for after school tutorial and remediation classes with flexible times to accommodate transfer students within the state class time guidelines. School districts should provide greater financial support as well as personnel support to higher transient areas due to the greater consumption of resources by this group of students. These students need teachers' extra time, extra effort, and even teachers' personal time to ease transition and promote learning.

It is also important that parents and students understand the school attendance policy, how it affects the student and the educational report by sub groups as indicated in the NCLB Act (2002).

Suggestions for Further Studies

This study was carried out on the relationship between educational achievement on standardized test, mobility and selected variables of high school students. This study has filled the gap because no integrated study that included all the selected independent variables comprehensively in one study had been done before. The samples used for this study were high school students in metropolitan Atlanta. There is the need for researchers to carry out this study on a larger sample or with other schools, to allow for

the generalization of the study. The same study could be carried out using new variables. There may also be the need for a longitudinal study, which will allow for a comparison of two grade levels to evaluate the consistency of the findings of the study. This would go a long way to help the school achieve its goal of producing and educating self-reliant citizens. Students with high PSAT scores would further their education and at the same time, learn the importance of attendance to be able to keep a future job and be productive citizens.

Summary

The result indicated that ITBS3 is related to PSAT performance score. In the regression analysis, all other independent variables were excluded from the regression equation and ITBS3 is the only predictor of PSAT. The teachers observed were all teaching the same way. The research findings of the present study have been summarized in this chapter. Conclusions based on the research findings of the present study have been given. Recommendations for additional and future research have been outlined in this chapter.

APPENDIX A

Student Profile (Interview Schedule Items)

INTERVIEW SCHEDULE: STUDENT OPINION

Kindly supply reliable information to the following items.

Part A. Student Personal Information

(a) What are your career goals for the future? _____
_____

(b) What are your hobbies? _____
_____

(c) Parent/Guardian occupation: _____

(d) Parent/Guardian estimated income: _____

(e) Parent's/Guardian educational level:

4-year college	( )
2-year college	( )
High school	( )
Middle school	( )

(f) What I like about my teachers _____
_____

(g) What I do not like about my teachers _____
_____

(h) How many high schools have you attended?
( ) 1-2 ( ) 2-4 ( ) 4 or more

(i) If your family has moved, what were the reasons? _____
_____

Appendix A (continued)

(j) Who helps you with your homework?

( ) self ( ) siblings ( ) teachers
( ) parents ( ) private tutor ( ) friends

Part B: Secondary Information (generated from the computer)

Gender: Male ( ) Female ( )

Race: _____

Lunch: Free ( ) Reduced ( ) Pay ( )

Student's composite score on ITBS 3 _____

Student's composite score on ITBS 8 _____

Student's composite score on PSAT _____

Number of classes passed in Fall Semester _____

Number of discipline referrals in Fall Semester_____

APPENDIX B

TEEM & Observation-based Instructional Assessment Model

TEACHER Empowerment Evaluation Model (TEEM): An Observation Based Instructional Assessment (OBIA)
Teacher ID: **Grade Level:** **Subject area:** **Date:**

Teacher Task Areas & Means		TEACHER OUTCOMES			Students' Outcomes		
Teacher Task Areas	Comp code	Knowledge Comprehend	Higher Order Think Skills	Dispositions	Knowledge Comprehend	Higher Order Think skills	Dispositions
A. Procedural Communication: Explains, Asks questions, uses answers	1-6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Uses student social experiences	7-24						
1. Explains process		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Asks question		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Uses Answers, praises		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Uses textbook subject-matter:	25-42						
1. Explains content		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Asks questions		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Uses Answers, praises		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
D. Relates knowledge to previous lessons - in same subject area	43-60						
1. Explains		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Asks questions		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Uses answers, praises		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
E. Relates knowledge to different subject areas	61-78						
1. Explains		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Asks questions		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Uses answers, praises		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
F. Demonstrates test concepts:	79-96						
1. Explains		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Asks questions		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Uses answers, praises		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
G. Uses visual, audio aids: charts, diagrams, technology	97-114						
1. Explains		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Asks questions		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Uses answers, praises		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
H. Behavior Management 1. Rejects answers, criticizes, directs, commands	115-120	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Ganga Persaud, copyright, 2005 revised from1993: TEEM & Observation-based instructional assessment
Rating scale: Observations of acts: 1 = 1-2; 2 = 3-4; 3 = 5-6; 4 = 7-8; 5 = 9 or more
An act = is a complete statement with a meaning: Yes and no are complete statements with meanings.

APPENDIX C

Mean Scores of the Teaching Group Observation

ACTION	TEACHER OUTCOMES			STUDENTS' OUTCOME		
	Knowledge	Higher Order Thinking Skills	Dispositions	Knowledge and Comprehension	Higher Order Thinking Skills	Dispositions
A. Uses student social experiences:						
1. Explains process	3.25	2	1.25	0	0	.25
2. Asks questions	3	2	1	1.5	.75	.25
3. Uses Answers, praises	1.75	0	1.25	.25	.5	.25
B. Uses textbook subject- matter						
1. Explains process	2	1	1	0	.25	.25
2. Asks questions	2.5	.5	.5	.25	1	.25
3. Uses Answers, praises	2	0	.5	0	1	.25
C. Uses previous knowledge in same subject area:	.5	0	1.5	0	0	0
1. Explains process	1	1	0	0	1	0
2. Asks questions	0	.25	.25	0	.5	0
3. Uses Answers, praises						
D. Relates knowledge to different subject areas:						
1. Explains process	.75	1.75	.25	0	0	0
2. Asks questions	1.25	1.25	0	0	1.25	0
3. Uses Answers, praises	0	0	0	0	.5	0
E. Demonstrates test Concepts						
1. Explains process	2.5	1.25	0	0	0	0
2. Asks questions	1.75	1	.25	0	0	.25
3. Uses Answers, praises	1	0	0	0	0	0

Appendix C (continued)

ACTION	TEACHER OUTCOMES			STUDENTS' OUTCOME		
	Knowledge	Higher Order Thinking Skills	Dispositions	Knowledge and Comprehension	Higher Order Thinking Skills	Dispositions
F. Uses visual, audio aids; charts, diagrams, technology						
1. Explains process	1.25	1.75	.25	0	0	0
2. Asks questions	1	0	0	.5	.5	0
3. Uses Answers, praises	.75	0	0	0	0	0
G. Behavior Control						
1. Communicates procedures	.25	0	0	.5	1	1
2. Rejects answers, criticizes, directs, commands	.25	0	0	0	0	0

APPENDIX D

Mean Scores of the Non-Teaching Group Observation

ACTION	TEACHER OUTCOMES			STUDENTS' OUTCOME		
	Knowledge	Higher Order Thinking Skills	Dispositions	Knowledge and Comprehension	Higher Order Thinking Skills	Dispositions
A. Uses student social experiences:						
1. Explains process	2.25	1.5	0	1.25	0	.5
2. Asks questions	3.25	1.5	1.5	1.5	.75	1.75
3. Uses Answers, praises	.5	0	.75	.75	.25	0
B. Uses textbook subject- matter						
1. Explains process	3	1.25	.5	0	0	.25
2. Asks questions	2.75	1.25	.5	1	1	.75
3. Uses Answers, praises	.75	0	.25	0	.5	0
C. Uses previous knowledge in same subject area:						
1. Explains process	1.25	.75	.75	.75	0	0
2. Asks questions	2	2	0	1.5	1.5	0
3. Uses Answers, praises	.75	0	.75	0	0	0
D. Relates knowledge to different subject areas:						
1. Explains process	1	1	.5	0	.5	0
2. Asks questions	2	2.25	.5	.75	0	0
3. Uses Answers, praises	1	.75	0	0	0	0
E. Demonstrates test Concepts						
1. Explains process	2.75	1.25	0	.75	1	0
2. Asks questions	.25	.5	0	0	1.5	.75
3. Uses Answers, praises	0	0	1	0	0	0

Appendix D (continued)

ACTION	TEACHER OUTCOMES			STUDENTS' OUTCOME		
	Knowledge	Higher Order Thinking Skills	Dispositions	Knowledge and Comprehension	Higher Order Thinking Skills	Dispositions
F. Uses visual, audio aids; charts, diagrams, technology						
1. Explains process	1.5	.75	0	0	0	0
2. Asks questions	1.5	.75	0	.5	1.25	0
3. Uses Answers, praises	2.25	0	0	0	0	0
G. Behavior Control						
1. Communicates procedures	1.75	0.25	0	0	0	1
2. Rejects answers, criticizes, directs, commands	0	0	0	0	.75	0

REFERENCES

Astone, N. (1994). Family structure, resident mobility, and school dropout: A research note. *Demography, 31*(3), 575-84.

Beck, L. G., Kratzer, C. C., & Isken, J. A. (1997). Caring for transient students in one urban elementary school. *Journal for a Just and Caring Education, 3*(3) 343-369.

Bernstein, B. (1961). Social class and linguistic development: A theory of social learning. In A.H. Halsey, Jean Floud, and C.A. Anderson (Eds.), *Education Economy and Society.* Glencoe, IL: Free Press.

Beyer, E. L., & Apple, M. W. (1998). *The curriculum: problems, politics, and possibilities.* New York: New York Press.

Biernat, L., & Jax, C. (2000). Limiting mobility and improving student achievement. *Hamline Review, 23*(1), 1-37.

Brent, G., & DiObilda, N. (1993). Effects of curriculum alignment versus direct instruction on urban children. *Journal of Education Research, 86*(6), 333-338.

Bruno, J. E., & Isken, J. A. (1996). Inter and intra-school site student transience: Practical and theoretical implications for instructional continuity at inner city schools. *Journal of Research and Development in Education, 29*(4), 239-252.

Chicago Panel on School Policy. *Staying put: A multi-level campaign to increase Awareness about the effects of mobility on student achievement.* Retrieved March 1, 2003, from http//www.chicagopanel.org/Chicago%Panel/ Stayingput.htm

Cohen, D. K. (1996). What standards for national standards? *Phi Delta Kappan, 76,* 751-757.

Coleman, J., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfield, F., & York, R. L (1966). *Equality of educational opportunity.* Washington, DC: U.S. Government Printing Office.

Crawley, N. S. (1987). *Lakewood elementary school: 1986-87 school report.* Atlanta, GA: Atlanta Public Schools Division of Curriculum and Research Services (ERIC Document Reproduction No. ED 287 939).

Darling-Hammond, L., & Goodwin, L. (1993). *Progress toward Professionalism in teaching.* Alexandria, VA: ASCD.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work.* San Francisco: J ossey-Bass Publishers.

Delpit, L. (1995). *Other people's children.* New York: The New Press.

Denomme, D., & Wells, R. (1981). Developing the effective principal. *The Arizona Administrator, 10*(7) 34-35.

Emmons, N. (1987). *Grady high school 1986-87 school report.* Atlanta, GA: Atlanta Public Schools Division of Curriculum and Research Services. (ERIC Document Reproduction No. ED 287 93.

Fisher, T., Matthews, L., Stafford, M. E., Nakagawa, K., & Durante, K. (2002). School personnel's perception of effective programs for working with mobile students and families. *The Elementary School Journal, 102*(4)32-48.

Fowler-Finn, T. (2001). Student stability vs. mobility. *School Administrator, 58*(7), 36-40.

Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach.* New York: Basic Books.

Georgia Public Education Report Cards 2001-2002. Retrieved February 28, 2003, from http://www.doe.k12.ga.us/communications/releases.html

Glenn, N. D., & Shelton, B. A. (1985). Regional differences in divorce in the United States. *Journal of Marriage and the Family, 47*(3), 641-652.

Hess, R. D., & Shipman, V. C. (1965). Early experience and the socialization of cognitive modes in children. *Society for Research in Child Development, 36*(4), 69-85.

Hilliard, A. G., III. (1991). Do we have the will to educate all Children? *Educational Leadership, 49*(1), 31-36.

Hilliard, A. G., III. (1995). Modifying national goals is not enough. *Hidden Consequences of a National curriculum.* Washington, DC: AERA.

Inbar, M., & Adler, C. (1996). The vulnerable age: A serendipitus finding. *Sociology of Education, 49*, 193-200.

Jencks, S. M., Ark land, H., Bane, M., Cohen, G., Heynes, B., & Michelson, S. (1972). *The Inequality: A reassessment of the effects of family and schooling in America.* New York: Basic Books.

Kozol, J. (1991). *Savage inequalities: Children in America's schools.* New York: Crown Publishers.

Lash, A., Kirkpatrick, S. (1990). *The Elementary School Journal, 91*(2), 17-21.

Levine, D., & Levine R. (1996). *Society and Education.* Boston: Allyn and Bacon.

Ligon, G., & Paredes, V. (1992). *Student mobility rate: a moving target.* Austin, TX: Austin Independent School District Office of Research and Evaluation. (ERIC Document Reproduction No. ED 3499 335).

Long, L. H. (1975). Does migration interfere with children's progress in school? *Sociology of Education, 48*, 369-381.

Masten, A. S., Sesma, A. Jr., Rekhart, S., Lawrence, C., Miliotis, D., & Dionne, J. A. (1997). Educational risks for children experiencing homelessness. *Journal of School Psychology, 35*(1), 27-46.

Marzano, R. J. (2003). *What works in school: Translating research into action.* Alexandria, VA: Association for Supervision and Curriculum Development.

Maxwell, W. H. (1995). The limit of education bureaucracy. In Darling-Hammond, L. (Ed.), *The right to learn: A blueprint for creating schools that work* (pp. 43-44). San Francisco: Jossey-Bass Publishers.

Parsons, F. H. (1978). The service children's education authority. *Trends in Education*, 36-39.

Robbins, P., & Harvey, A. (2004). *The new principal's fieldbook: Strategies for success*. Alexandria, VA: ASCD.

Rumberger, R. (2002). *The educational consequences of mobility for California students and schools (PACE Policy Brief)*. Berkeley, CA: Policy Analysis for California.

Schmidt, W., McKnight, C., & Raizen, S. (1996). *A splintered vision.* New York: Kluwer Academic Publishers.

Simmons, R.G., Burgeson, R., & Carlton-Ford, S. (1987). The impact of cumulative Change in early adolescence. *Child Development, 58*(5), 1220-1234.

South, S. K., & Crowder, K. D. (1997). Residential mobility between cities and suburbs: race, suburbanization, and back to the city moves. *Demography, 34*(4), 525-538.

South, S. K., Crowder, K. D., & Trent, K. (1998). Children's residential mobility and neighborhood environment following parental divorce and remarriage. *Social Forces, 77*(2), 667-693.

Straits, B. C. (1987). Residence, migration, and school progress. *Sociology of Education, 60*, 34-43.

Stover, D. (2000). The mobility mess of students who move. *The Education Digest, 66*(3), 61-64.

Taylor, F. W. (1911). *The principles of scientific management*. New York: Harper Collins.

Tucker, L., Marx, S., & Long, R. (1998). Consequences of inner-city poverty. *Social Forces, 31*(5), 24-29.

U. S. Census Bureau. (2001). *Annual geographical mobility rates, by type of movement: 1947-2000.* Retrieved March 1, 2003, from http://www.census.gov/population/www/socdemo/migrate.html

U. S. Government Accounting Office. (1994). *Elementary school children: Many changes frequently harming their education* (GAO/HEHS Publication no. 94-45). Washington, DC: U.S. Government Printing Office.

Vroom, V. H. (1995). *Work and motivation.* San Francisco: Jossey-Bass Publishers.

Wright, D. (1999). Student mobility: A negligible and confounded influence on student achievement. *The Journal of Educational, 89*(5), 120-125.